EMOTIONAL INTELLIGENCE Vs CAREER MATURITY: SALIENT PREDICTORS OF EMPLOYABILITY OF MILLENNIAL COHORTS IN COLLEGES

ABSTRACT

The aim of this study is to analyze the levels of Emotional Intelligence (EI) and Career Maturity (CM) of millennials who are pursuing their graduation in college. The study comprises of all the undergraduate and post graduate students, who were selected randomly from selected colleges in Salem district. The sample size taken for the study is 170. In this study, statistical techniques like percentage analysis, t-test, Analysis of Variance, and Correlation were used for analyzing the data. The outcomes imply that the proposed curriculum that is been inculcated to student, needs development in areas like communication skill, interpersonal skills development.

Keywords: Career maturity (CM), Curriculum, Emotional Intelligence (EI), Employability, Millennial Cohorts, Salem District, Soft-skill, Workforce.

Introduction

In current decades, the concern towards Emotional intelligence (EI) has been increased in behavioural sciences. And it is also enjoying a strong revival across wide range of disciplines. Focusing on feelings, utilizing them in human relationship, understanding oneself as well as other people feelings, self-restraint, controlling instant desires, compassion for other people, and utilizing emotions in thinking and understanding are among topics talked about in EI. Therefore, EI is briefed as "the ability of a person to detect and understand their own and others' feelings, as well as respond to them rationally. It's a sense of awareness of the world around us as well as the world within our own thoughts."

Background of the Study

Millennial professionals are well - known for their uncompromising ambitious tendency. Sometimes they are even criticized for their notorious nature of moving from job to job and their way toward careers that provide personal meaning and social value. The most recent age group of people to enter workforce is millennials. The study on millennials was started in early 2000s, at the time where they were entering into the college and workforce.

Generally, researchers put down two different thoughts on millennials, i.e., whether they are the finest or the poorest generation. Investigators who feel that millennials are most noticeably terrible generation, they denounce recent college grads for lordliness, interest towards TV, who just use online methods for correspondence or informing, and aim for high accomplishment with least exertion. Alternately, the researchers accept that they are the incomparable generation who stick on to benefits, team-oriented, high-accomplishing, secured, stressed, customary, and brimming with promises (Howe & Strauss, 2000).

With regards to Millennials? ambitions and education, they have been on the track with the highest level of education, but owing to the under-developed economy, they are unable to find suitable jobs (Pew Research Center, 2010). According to Deal, Altman, and Rogelberg (2010), "Millennials are entering into the academy in most elevated figures, yet they possess low range of abilities". Academicians believe that the fresh students are not as much well equipped for college, but the cause for the less

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preparedness is still unknown (Deal, Altman & Rogelberg, 2010).

Plenty of research is available on millennials' behavioural traits, but there is only a limited study on millennials stepping into the workforce. They need to be esteemed at their firms and they lay accentuation on a harmony between professional life and private life, which implies that it should be replicated in their employers. On the contrary, Millennials have turned into a maniac with electronic gadgets like iPods, cell phones and are stuck to social media, while intolerantly waiting to earn six figures and they are reluctant to accustom to the firm structure before them.

Review of Related Literature

Kuldeep Singh Yadav performed a research to see if there was a link between EI and adjustment among JindSenior Secondary School pupils. A total of 200 11th grade students from Jind's government and private schools participated in the study. The findings revealed that the higher the emotional intelligence, the better the adjustment of Jind senior secondary school pupils (Yadav, 2018). Thegender, location, school in which studentswere studying does not differ significantly in their career maturity (Katoch, 2017).

Jayashree, Vimal, & Arun analyzed relationship between after-school activities and the EI of students among college students in Kerala. The study clarified that there is a positive correlation between after-school activities of students and their EI. The study further clarified that female respondents have extremely high level of EQ than males (Jayashree, Vimal Ram & M Das, 2018). William studied the effect of EI on a millennial head's effort to lessen multigenerational sales work-related turnover (William, 2017).

Gulbeniz, Zeynep, & Zeki observed and analyzed EI according to generations. The study came with a conclusion that there was no difference in the EI in baby boomers, x generation and y generation (Gülbeniz, Zeynep & Zeki, 2015).

Puffer (2011) demonstrated that EI is amain predictor for a college goer's career decision making. Asample of 561 college students was taken and the results of the study revealed that EI is a predictor of professional personality, career identity and Career indecisiveness. The outcomes of the study also lime lighted the gender variances and differentiated which competency of EI is relevant to what career prototype (Puffer, 2010). Viviana conducted research to determine the EI and career maturity levels of college-aged millennials. The analysis discovered that the department had three distinct cohorts: Millennials, Gen X, and Baby Boomers. In addition, there were generational variations in terms of career maturity and EI. In comparison to graduate students, undergraduate students believe they have a greater capacity. The scores of male and female were different with n regard to EI and career maturity. (GIRAUD, 2012).

Liu, Peng, & Wong has examined the relationship between CM and Job attainment. A sample of 1202 young people in China was taken for the study. CM was favourably connected to work accomplishment, according to the study's findings (Liu, Peng & Wong, 2014).

Brown, George-Curran & Smith investigated relations between job, decision-making self-efficacy, occupational exploration and obligation and EI. EI was measured by compassion, use of emotions, managing relationships, and will power factors, which were found to be positively related to job decision-making, while self-efficacy, use of emotional state, and self-control aspects were found to be negatively related to vocational exploration and obligation (Brown, George-Curran & Smith, 2003).

Significance of Thestudy

Due to low level of communication skills, team-oriented talents, and the big effect of social media and technical knowhow related to their lack of EI, there is rising concern about the effect that millennials will have on businesses. So, the study proposes with a research question: Do millennials have the essential level of EI and career maturity that is required for the working environment, so as to be employable? The fact is that, millennials are the most learned generation, yet the most jobless too. The reason is due to the prevailingeconomy

of the country, they are jobless, yet another part could be because of their failure to change over themselves well into the work. The goal of this study is to see if millennials have the EI that are expected to help them succeed in their chosen careers. The intention of this research was to study the level of EI and CM among millennials who are in college undergoing their graduation in Salem district to ascertain their employability skill.

Research Method and Tools

Objectives

❖ To assess the level of EI and CM of students in Salem District.

❖ To analyze the difference in CM of male and female college students.

❖ To study the difference between demographics of respondents and their Career Maturity.

❖ To identify the association between EI and Career Maturity of students.

Hypotheses

H0: There exists no difference in career maturity of male and female college students.

H0: There exists no difference among demographics of college students with regard to their career maturity.

H0: There is no significant relationship EI and career maturity of students.

Methodology

Base don the objectives of the study, there searcher has adopted descriptivety pe of study. By using Convenience sampling technique, the researcher has selected a sample of 195students, among which 170 was scrutinized due to their clarity and absolute response. The sample comprises of 170 students who were pursuing their degree from various disciplines in Salem district particularlywho wereintheage-group of 19 to 23 were selected as astatistical sample.

The First-hand data were collected through a structured questionnaire. The researcher had adapted two Data collection instruments based on the objectives of the study. The entire questionnaire consists of three segments which deal with career maturity, EI and demographics. In the first part of questionnaire, a Career Maturity Inventory Attitude Scale developed by (Savickas & Hartung, 1996) were used to investigate the attitude and feelings of respondents regarding their choice of career. In this instrument, 5 point Likert type scaling technique was adapted. The reliability of the instrument was analyzed using Cronbach?s Alphaco efficientanditis found to be .84. The second part of the questionnaire consists of Emotional Intelligence Assessment instrument developed by Weisinger. H (Weisinger & Cali, 1999). The five dimensions that were measured in EI are relating well to others, emotional mentoring, managing emotions, self- awareness, and self-motivation. This tool was used to examine emotional-social intelligence of an individual and it includes five dimensions of EI. Respectively, the Cronbach's Alpha coefficients were found to be .85. Second hand information were collected from various sources like Journals, Websites, Periodicals. The data were analyzed using IBM SPSS Statistics, and statistical tools such as Percentage analysis, Independent–test, ANOVA and Correlation were used for the study.

Analysis of data

Table 1

Demographic classification of sample respondents

	CLASSIFI CATION	%
AGE (in years)	18-24	93.5
	25-31	6.5
GENDER	MALE	41.8
	FEMALE	58.2
EDUCATIONAL QUALIFICATION	PG	92.4
	PG&ABOVE	7.6

Table 1 elucidates the demographic characteristics of respondents. The sample composed of millennial students who mostly belonged to the age group of 18 – 23, among which 93.5% were rangedin18- 24 year so fage and 6.5% of respondents were in the age group o f25–31. The above table also reveals that majority (58.2%) of respondents were female and 41.8% were male. Out of the sample, the large part (92.4%)of sample were pursuing theirpost-graduation and 7.6%, of

respondentshad completed their PG and they were pursuing their higher studies.

Objective 1

To assess the level of EI of students and career maturity of students in Salem District

Table - 2

	N	%
LOW	47	27.6
MODERATE	8	47.1
HIGH	43	25.3
TOTAL	**170**	**100**

Table 2, clearly depicts that most of the millennial generation have a moderate level of EI(47%), 27.6% of students possess a low level of emotional intelligence and 25.3% of student's community possesses high level of EI.

Table -3

	N	%
LOW	43	25.3
MODERATE	84	49.4
HIGH	43	25.3
TOTAL	**170**	**100**

The below table illustrates that most of the millennial cohorts have a moderate level of Career Maturity (49%), 25% of students possess a low level of EI, and equally 25.3% of student's community possesses high level of EI.

Table- 4
t-test showing difference in CM of Male and Female students

CAREER MATU RITY	GEN DER	N	MEAN	SD	df	Sig. (2-tailed)
	Male	71	2.05	0.714	168	0.385
	Female	99	1.95	0.713	150.7	

From the above table, it could be observed that with regard to career maturity, mean score of male college students is 2.05 and S.D. is 714. Therefore, the Nullhypothesis isaccepted, indicating that there exists no significant difference in the career maturity of male and female college students.

Table- 5
One-way Anova between demographics of students and their career maturity

		F	Sig.
GENDER	Between Groups	0.759	0.385
	Within Groups		
	Total		
EDU. QUAL	Between Groups	0.653	0.42
	Within Groups		
	Total		
AGE	Between Groups	1.72	0.191
	Within Groups		
	Total		

The analysis was carried out with the hypothesis that mean value of career maturity does not significantly differ among demographics of college students. From the above table, it could be noted that the computed value is greater than P value (0.05), null hypothesis is accepted.

Table- 6
Correlation relationship between EI and career maturity of students

		EI	CM
EI	Pearson Correlation	1	455**
	Sig. (2-tailed)		0
	N	170	170
CM	Pearson Correlation	.455**	1
	Sig. (2-tailed)	0	
	N	170	170

**significantatthe0.01level (2-tailed).

It is observed from the above table that calculated, r value (.455**) suggests that there exists a high positive correlation. Therefore, Null hypothesis is rejected, and it could be inferred that there is a significant relationship between career maturity and EI.

Educational Implications

Emotions play a key role in both conscious and unconscious decisions. With technology and individuals constantly being "online", there is no difference between the level of EI among male and female. Both the genders are more conscious about their future; therefore, the essential part is that individuals need to adapt as well. Adaptability is a component of EI and is essential for professional success. Students areunaw are about the needs of the employer, so the academicians need to focus on curriculum that inculcates the foundations EI skill set for the development of college students, so that they will transform themselves in to more employable material. Simply learning EI frameworks is not sufficient, nothing comes without practice and experience. So, the educators in higher education should implement EI and soft skills in their courses.

Conclusion

Millennials are the greatest generation, and they are known for their courage and desires for achievement. Employers criticize them for their inadaptability into the corporate culture .Maximum number so college students are coming with minimum level of knowledge.Even academicians are uncertain about the cause of unpreparedness of college students.Though they have become aaddicted to social media, moral values and ethics guide them to use the technologyin a good manner, which in turn reflects level of EI and career maturity and make them moreemployable.

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